Conference Paper

What Make Students Participate in School Organizations? The Role of Motivation and School Environment

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Abstract

This study aimed to determine the various motivations of students in participating in school organizations. These school organizations play an important role in fostering educational success and include intra-curricular and extracurricular activities. The school organizations discussed in this article were student council (known as Organisasi Siswa Intra Sekolah or OSIS) and extracurricular activities. This study consisted of a literature review. Based on the results, students' motivation in participating in school organizations can be categorized into two types, namely internal and external motivation. Internal motivation is that which comes from within the individual, and external motivation is an influence that comes from outside the individual. The motivation of students may affect their activeness in participating in organizations and their daily activities.

Keywords: student participation, motivation, school organization

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1. Introduction

Every student has the right to be able to develop their potential in school. Schools as formal educational institutions have the responsibility to provide qualified education and also have a duty to make education successful. The realization of this responsibility can affect student achievement [1]. Schools are also obliged to help students fostering their interest and motivation in every learning process where the learning process obtained by students is not only in the room, in the form of a classroom, but also outside the classroom, namely through student coaching activities at school. In addition, schools also have a function to assist students to develop their potential, both in an effort to increase general knowledge and in improving education in faith and piety [2]. This is in accordance with Law Number 20/2003 Article 3 concerning on the National Education System, "Law Number 20/2003 Article 3 on the National Education System states that national education functions to contribute capabilities and shape the character and civilization of a nation with dignity in order to educate the life of the nation, aims at

developing the potential of students to become human beings who believe in God, are noble, healthy, knowledgeable, competent, creative, independent and become a democratic and responsible citizen" [3].

The education function above expects student achievement as desired to be attained, which is formed through education in schools which aims to prepare students to enter the real world after graduating from school. In this case, the preparation of students is related to their position as good citizen candidates and candidates for new family formation as well as prospective citizens who will carry out tasks and jobs in the future [4].

Related to the aforesaid issue, one of the coaching for students in schools that can help them to prepare themselves to jump into the real world is through organizational activities in schools. In this case, school activities that are driven by school organizations are intra-curricular and extracurricular activities. Intra-curricular activities are teaching and learning activities that take place in the morning, and extracurricular activities are supporting activities carried out in the afternoon or after intra-curricular activities are completed. Organizational activities at school, which are a series of student activities that take place outside of the school hours, can accommodate students to remain active in the school environment, and it can also refine students' abilities even outside of class hours. Therefore, it can prevent students from doing negative things, and students can spend their time in school for organizational activities such as creating and implementing programs from the school organization [5].

The forms of extracurricular activities are such as the student council, known as OSIS (*Organisasi Siswa Intra Sekolah*), scouting, sports, arts, research, health and so on. Extracurricular activities carried out in schools are adjusted to the conditions and needs of the school, so that each school does not always have the same organizational activities. This happens because self-development activities through extracurricular activities pay attention to the individual principles of each student, where they have various talents, interests and characteristics [6]. Therefore, in practice each student is given the freedom to choose according to their interests and talents. By participating in this organizational activity, students are required to have the ability to manage time, get optimal academic achievement and master particular expected soft skills [5].

However, even though organizational activities have good intentions for students, there are still many students who are not active in these activities. Activeness in this case has the same meaning as participation. Activeness or participation is meant by a person's mental and emotional involvement in achieving goals and taking responsibility for it [7]. Thus, student activeness or student participation in organizational activities

means an activity carried out by students which require them to take part in the activities carried out by the organization, and students devote their potential through their thoughts or actions to achieve the expected goals. Based on research conducted by previous researchers [8], it is stated that the level of student participation in joining extracurricular activities at SMA Negeri (Public High Schools) in Klaten is as follows:

TABLE 1: Student participation rates

Category	Participation Rates (%)
Very good	6.33 %
Good	22.53 %
Fair	38.02 %
Poor	26.05 %
Very poor	7.04 %

The results of the research illustrate that the rate of student participation in joining organizational activities in the 'very good' and 'good' categories only consisted of 6.33% and 22.53% of the 100% students participated in the research. It proves that there are still many students who have not been actively involved in extracurricular activities provided by the school. In addition, even though the level of participation in organizational structure is high, it is also seen that there are still students who are less active in participating in organizational activities. It can be said that in terms of participation, many students have realized their role as members of the organization, and they are involved in its activities by contributing and carrying out the responsibilities, but there are still students who are not fully aware of their role as members of the school organization [9]. The matter occurs because not all students have the motivation to participate in organizations and join its activities. Thus, it is important for students to have motivation within themselves to increase their involvement in organizational activities in schools [10].

2. Related Works/Literature Review

Student participation in school organizations means the participation of students in joining activities held by student associations that have been formed by each school. The purpose of forming the organization is to develop the prospects and interests of the students. Every organization at school has its own program, where each program can foster enthusiasm for each member. However, even though it has good benefits for students, there are still many students who have not actively participated in organizational activities in schools [9]. It has been explained that this issue occurred because of

the different experiences of students related to organizations and not all students had the motivation to participate in school organizations and to join its activities [10].

According to B. Suryosubroto, there are three things that must be considered in participating in an activity, namely participation in planning, participation in implementation and participation in evaluation. Participation in planning can be defined as the extent to which students are involved in planning organizational activities. Participation in implementation is defined as the extent to which students are involved in the implementation of organizational activities which can be seen from how students behave when participating in these activities. While participation in the evaluation is defined as the extent to which students are involved in the evaluation after the implementation of organizational activities, namely by involving students in correcting the mistakes of friends and themselves in carrying out organizational activities [34].

Motivation is a condition which can move individuals and groups to achieve certain goals. In this case, motivation can be interpreted as a condition that can foster individuals and groups to do something, act and behave [12]. Meanwhile, another opinion explains that motivation comes from Latin, namely motives, which means causes, reasons, basic thoughts and encouragement for someone to act, or it is interpreted as a main idea that has a major effect on human behavior. The resulting behavior is a deliberate action which leads to a goal obtained through experiences that have been learned [13]. In addition, according to Donald, motivation is "a change in energy in a person which is marked by the emergence of "feelings" and is preceded by a response to a goal" [32]. Based on the understanding put forward by Donald, it contains three important elements, namely: First, motivation initiates energy changes in each human being. Second, motivation is characterized by the emergence of "feeling", someone's affection. And third, motivation will be designed because there is a purpose [32].

Based on the aforesaid explanation, it can be concluded that motivation is an encouragement that is obtained consciously for someone to do certain things. In this study, this conscious urge or desire is devoted to the motivation or motivation of students in joining organizations, both intra-school and extracurricular organizations. In general, it can be said that the purpose of motivation is to move someone so that a desire and ability to do something will arise so that they can get results or achieve certain goals. The clearer the goals that are expected or to be achieved, the clearer the motivating action will be [33].

3. Material & Methodology

The research method used in this article is literature review. The data used in this study are from the various literatures in the form of articles/journals and reports on the research conducted by previous researchers that are relevant to the problems and objectives of this study. The technique used in this study aims to find a theory that is in accordance with the problems studied in this study, and it is used as a reference material for discussing the research results [11].

4. Results & Discussion

4.1. Student Mativation to Participate

Various kinds of motivation can be seen from various points of view, including motivation that comes from within and from outside the individual [32]. This motivation can come from within or from outside the individual. In this case, it is explained that motivational factors are grouped into two groups, namely external factors and internal factors. External factors that come from organization characteristics are described as a pleasant work environment, level of compensation, good supervision, and appreciation for achievement, status and responsibility. Meanwhile, internal factors that come from personal characteristics are explained as the level of personal maturity, level of education, personal desires and expectations, and needs, fatigue and boredom [14]. For more details, see the following table:

TABLE 2: Analysis of motivational factors grouping by Gouzaly (2000)

External Factors (Characteristics of Organization)	Explanation
Pleasant work environment	It is one of the external factors coming from outside or leading to organizational characteristics in schools which explains that a pleasant work environment can be one of the factors why students decide to take part in organizational activities in school. An organizational environment that supports and provides comfort to students will make students participate actively in the activities held. In addition, the school environment that tends to support students in participating in organizations is also one of the motivations students have to choose to participate in organizational activities at school. Schools that support both morally and materially certainly help forming a pleasant environment for students, especially with the availability of adequate facilities and infrastructure.

External Factors (Characteristics of Organization)	Explanation
Level of compensation	The level of compensation in this case is the advantage that students get when participating in organizational activities. Students view organizational activities can help them be the person they want. The benefits that can be obtained are the need to direct them to show maximum and courageous efforts to take responsibility for holding positions in the organizations they are participating in. Thus, student participation in organizational activities aimed at developing leadership skills and developing personalities [15].
Good supervision	Good supervision from the school and from each organizational activity can improve the quality of the organization. With the supervision that is carried out in stages, it can become an evaluation for existing schools and organizational activities. If the existing evaluation is acted well, it can improve the performance of the existing organization [16]. In addition, it can refine organizational activities. Having a good organization performance will encourage students to participate in the organization's activities.
Appreciation for the achievement, status and responsibility	The appreciation received by students for the achievements obtained in organizational activities are one of the motivations for students to participate actively in activities. The same case is on the status and responsibilities that students receive when they participate in organizational activities. Based on previous research, it was found that the students who have position in one of the organizational activities, namely OSIS (student council) was considered more respected than other students who did not participate in the student council activities. In this case, previous researchers saw the association of student council activities among their peers, and it was shown that students who actively participate of student council activities were considered to have more role in the interaction between other students. So that there are students who choose to participate in the organization's activities because they have a desire to be seen as active members of the student council and want a higher position than ordinary students in order to get more prestige or status in the school environment [6].
Internal Factors (Personal Characteristics)	Explanation
Level of personal maturity	Maturity vary from one person to another. It has an effect on student motivation that comes from within the individual student. Differences in maturity that each individual has, such as an understanding of individuals behaving to achieve goals that are considered important or to fulfill the values they feel they need [17].
Level of education	The level of education and students' understanding of the organizations in school influence and encourage students to actively participate in organizational activities in schools. The knowledge and understanding that students have regarding organizations in schools, both good and bad knowledge and understanding, can be a student's decision to choose to participate or not to participate in organizational activities at school.
Personal desires and expectations	Personal desires and expectations are in the form of individual interest in something. In this case it refers to the notion that someone does something because of the interest that arises in him/her or because someone basically likes it [18]. Students who have this motivational factor consider that going to school without participating in the existing organizational activities is not interesting and fun. They consider that by participating in the organization's activities they feel happy and always enjoy the process. In other words, they like to join organizational activities, and they feel that time runs faster when they participate organizational activities [17].

External Factors (Characteristics of Organization)	Explanation
Needs, fatigue and boredom	Every human being has different needs, as well as students in school. The needs, fatigue and boredom felt by students are one of the reasons why they participate in organizational activities at school, where the things that are felt between one student and another are different.

Based on the above grouping, it can be said that external factors are motivational factors that come from outside the individual, such as the family, school and community environment. Factors that come from outside the individual, although not very significant and purely from the desires of individual students, can still influence students to participate in organizational activities at school. The family environment that greatly influences students' decisions is the parents. In this case, students take part in one of the school organization activities because they are asked by their parents to participate in the organization's activities with the aim of achieving some achievements in this field [6]. The school and community environment that supports students' interest in an activity that matches their interests and talents is certainly an incentive for students to participate in organizational activities. The existence of facilities and infrastructure provided, as well as recognition and fair treatment of existing organizational activities can also influence students to choose to participate in organizational activities. Meanwhile, internal factors are motivational factors that come from within the individual. Motivation that comes from these internal factors is more significant for students because it is purer and lasting, and it does not depend on the influence of others. In addition to the identification of aforesaid factors, the other examples are such as individual ideals, talents, intelligence, perceptions and interests [19].

In addition to the above explanation, students' experiences in previous organizations that they have can also influence students to participate in organizational activities [15]. With the experience of joining organizations in the past, students have knowledge of the organizations that are being followed and this can affect student motivation in participating in existing organizational activities. Another factor that affects is the urge to get the opportunity to expand friendships or social networks and to get benefits from joining the organization. Friendships or social networks that students have are one of the initial factors for students to participate in organizational activities. In previous research, it was stated that the decision to participate in and to choose organizational activities was based on the influence of friends. The students force their friends to participate in the organizational activities so that they both can become the members of the same organization. Furthermore, in influencing their friends, they persuade their friends to participate in the same activities by giving various kinds of expectations,

such as they can make friends and they have an opportunity to participate in competitions together. Thus, because of the influence from their friends, it makes students think that participating in the same organizational activities with their friends will be beneficial because they can make friends with many people, and it can also make them closer with one another [6]. It happens especially to students who have not or have no previous experience of joining organizations. Experience in participating in organizational activities and how long it takes to participate in the organization can also affect students' motivation to participate in other organizational activities [15]. In addition, the encouragement that makes students participate in organizational activities also comes from demands from the school, where they take part in organizational activities in order to comply with the existing rules in the school which obliges students to participate in existing organizational activities [18].

Based on some of the students' motivation to participate in organizational activities that have been described previously, according to the theory of needs put forward by Abraham Maslow [33]. The theory of needs assumes that the actions taken by humans are essential to meet their needs, both physical and psychological needs [10]. Abraham Maslow explained that there are five main levels of human beings, namely [33]:
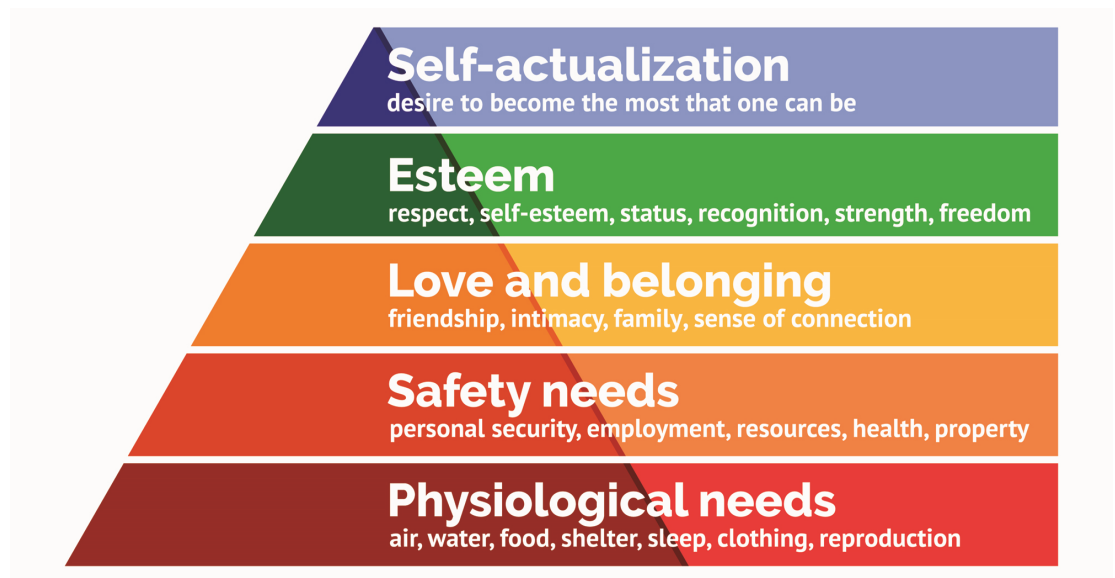

Figure 1: Abraham Maslow's Levels of Needs Theory

In the figure, it can be seen that there are five levels of human needs. The first is physiological needs that are in the hierarchy of the most basic human needs, and they are primary and vital. This physiological needs concern the basic biological functions of the human organism such as eating, drinking, housing, oxygen, sleep, and so on. If the relative physiological needs have been satisfied, then the next need will arise, namely

the need for a sense of security and protection or safety needs, this need includes security for protection from the dangers of work accidents, poverty, guarantees of continuity of work and security of old age, unfair treatment and so on. If the physiological needs and safety needs have been minimally satisfied, then the next need will emerge, namely social needs or love and belonging, where this need is the need to be loved, the need to have friends, is taken into account personally and recognized as a member of a group, cooperation and so on. The second hierarchy is the need for appreciation or esteem, where the need for appreciation includes the need for the desire to be respected, appreciated for achievement, recognition of one's abilities and skills, and the effectiveness of one's work. And the highest hierarchy is the need for self-actualization, where self-actualization is related to the process of developing one's true potential. In this need for self-actualization, there is a tendency for the potential to increase because people actualize their behavior. In this case, someone who is dominated by actualization needs will be happy with tasks that challenge their abilities and expertise [10, 33]. To meet these basic human needs, humans need something called motivation, where the motivations that are owned come from the needs that want to be achieved by humans. The same is the case with students who participate in organizational activities, where each student has needs to be achieved and their respective goals in the organization.

From several discussions related to student motivation to participate in organizational activities above, there is the most dominant motivation that underlies student participation in organizational activities. The strongest motivation for student participation in in organizational activities comes from the interests and talents possessed by students, or it can be said that it comes from students' own desires. This is in accordance with the explanation of research conducted by previous researchers [30], which state that intrinsic motivation that comes from within the individual is greater than extrinsic motivation from outside influences, with the 76.54% of intrinsic motivation and 62.06% of intrinsic motivation. The motivation that students have must come from themselves, be intentional of themselves, and keep commitments with the intentions they already have. Having motivation can be effective and right on target when it is done in accordance with the theory and applied to the right object. Therefore, the stronger the intrinsic motivation possessed by students, the more likely students are to show strong behavior to achieve their goals [31]. The calculation of the overall average intrinsic and extrinsic motivation levels percentage is as follows [30]:

In the table above, it can be seen that the calculation of the average percentage level of the strongest motivational factor is the level of intrinsic motivation, which consists of a need factor of 74.32%, an expectation factor of 73.92%, and an interest factor of 75.56%.

TABLE 3: The calculation of the average percentage of the motivation factor level

The mean of Intrinsic Motivation Level	Percentage	The mean of Extrinsic Motivation Level	Percentage
Needs	74.32%	Family encouragement	55.42%
Expectation	73.92%	Environment	67.85%
Interest	75.56%	Rewards	61.25%

Of the three factors, the interest factor of each individual is dominant. Meanwhile, the level of extrinsic motivation or those originating from outside consisted of a family drive factor of 55.42%, an environmental factor of 67.85%, and a reward factor of 61.25%.

4.2. Relationship Between Students' Motivation and Participation Intensity

There are factors that can influence student participation in participating in the organization, namely internal and external factors, where the internal factor is yourself, in this case, it is interpreted as motivation [20]. These factors, especially motivation, will shape participatory student behavior. Thus, there is a relationship between student motivation and student participation in joining organizational activities at school. When students having motivation both from within the individual student and from outside the individual student. By possessing the motivation, student participation behavior to actively participate in organizational activities in schools is formed [20].

The motivation that students possess encourages students to actively participate in organizational activities, and it has an influence on student activities, both activities for personal development and activities done in the school environment. Based on the results of research that has been conducted by previous researchers, it is stated that organizational participation is the participation of students in the learning process to try to improve their abilities, both physically and thoughtfully. By participating actively in organizational activities held at school, students can encounter various problems in an activity, so they are always required to be able to collect ideas, come up with new thoughts and convey these ideas so that the existing problems can be resolved [21]. Being active in organizations at school can also foster an attitude of independence that students have. In this case, students have a high self-confidence, always be critical of existing changes, become active in expressing ideas, generate high solidarity with other students and increase the network of friends [20].

There are differences in the skills possessed by students, namely between students who actively participate in organizational activities and students who are not

or less active in organizational activities in schools [22]. It was explained that students who are active in organizations have a positive correlation with several psychosocial developments. They also tend to have higher scores in academic engagement, career planning, lifestyle planning and in academic independence [22]. One of the effects of student involvement on organizational activities is that students who participate actively in organizations have public speaking skills, leadership abilities and interpersonal skills depending on how long they spend the time in participating in organizational activities [23].

The above statements are manifested in the students' experiences and knowledge obtained when they participate in organizational activities. Students who experience participating in organizational activities have a significant influence on students' social skills. It is in accordance with the results of previous research which states that 60.4% of social skills are influenced by organizational participation and 39.6% are influenced by other variables [21]. These results indicate that the higher the student participation in existing organizational activities will result in the higher the student social skills.

By actively participating in school organization activities, both activities carried out at school and outside of school, students' learning outcomes get better. It is because students who are active in organizational activities can take positive values from the activities they participate in, and it affects the achievement of expected learning out-comes [24]. Thus, participating in organizational activities in schools contribute to creating a high level of intelligence for students [25]. This is in accordance with the statement that all forms of the existing social environment can have an influence on student learning activities, such as interactions that exist among the members of the organization. Students who actively participate in organizational activities usually will be more skillful, especially in organizing, managing and solving problems in accordance with the characteristics of the organization that is being followed [26].

The aforesaid explanation can be analyzed with the theory of Keith Devis, which states that participation, in this case, the participation of students in organizational activities, consists of three ideas, namely mental and emotional participation, participation based on motivation to contribute and participation seen from the acceptance of member responsibilities. By participating in organizational activities, students can learn how to organize, be democratic, express opinions, give arguments, do presentations and respect the opinions of others [27]. So, it can be concluded that the participation and active participation of students in organizational activities can provide positive benefits for students. It encourages students to improve their learning outcomes. In this case, with participation and various experiences gained by students, they can apply it in

classroom learning activities, such as by asking the teacher about material that has not been understood, and this can be an opportunity for students to get higher academic scores. For this reason, it can be concluded that there is an influence between the active participation of students in participating in organizational activities on learning outcomes [27 - 29].

5. Conclusion

Student participation in joining school organizational activities is influenced by the motivation they have in certain organizational activities. Motivation is one of important factors to increase student active participation in organizational activities, including participation in planning, implementation and evaluation. This happens because strong encouragement comes from within and outside the individual, and it will encourage students to participate in existing organizational activities. Encouragement from within or internal motivation of student, one of which is obtained from the desires and expectations of each student towards the organization without being influenced by others. Meanwhile, external encouragement or external motivation is obtained from outside influences, such as being influenced by family, friends, school and community. Both internal and external motivation motivates students to actively participate in organizational activities. By increasing the enthusiasm and motivation of students, it will make students' actions and behavior serious in participating in organizational activities. Thus, the abilities possessed by students will increase. The dominant motivation in student participation in joining organizational activities is motivation that comes from within the individual student. The higher the students' internal motivation, the more likely the students will be able to achieve their expected goals.In this sub section, the results of this work are presented.

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